

# **Fine Arts - Visual Art Course Descriptive Guide First Grade [1997]**

## ***Course Description***

The visual arts standards are designed to teach first an active participation in the creation of artwork. The Core then provides the opportunity to learn the other significant attributes of art such as aesthetics and the relationship of art to other learning.

The four standards are laid out in a sequence that suggests an increasing level of difficulty in skill and knowledge. The first standard deals with the use of art tools, materials, and processes. To be successful in an art program, a student must gain a degree of control and a measure of confidence with art materials and techniques. The second standard is concerned with students looking to significant works of art to recognize the elements and principles, and, once having seen how they function in those masterful pieces, the students use complex thinking to apply them in their own art. The third standard brings the students an understanding of the content and aesthetics of artwork as they are led to effectively communicate by expressing meanings, ideas, and stories through art elements and principles and a variety of art materials. The fourth standard stages activities that give the students a personal sense of visual arts heritage and responsible citizenship in the arts as well as using their art skills in a collaborative mode to develop and enhance all learning.

Teaching these standards in order will provide a smooth progression of skills. However, once a standard has been introduced, it is not necessary to complete all the indicators of every objective before moving on to the next standard. The next standard can be introduced while maintaining a practice and continuation of the one(s) preceding it. Ideally, during the last few weeks of the school year, the students should be working with all four standards as there is a great deal of educational value arising from the interrelationship and interdependence of all the standards.

## ***Core Standards of the Course***

**TOPIC:** Making

### ***STANDARD:***

The student will explore and refine the application of art materials and appropriate art techniques.

### ***OBJECTIVES:***

Explore a variety of art materials while learning art processes.

- Experiment with a variety of art materials as possible ways to express ideas, feelings, experiences, and stories.
- Block-in general and basic shapes prior to adding detail while drawing.
- Create artworks that include the presence of cast shadows that fall opposite the source of light.
- Connect parts to a whole while using 3-D materials.
- Mix primary colors to create secondary colors.
- Add black and white to any of these colors to change their value.
- Loosely represent the relative sizes of objects; e.g., person compared to a house, pet compared to a person.
- Order groups of colors from lightest to darkest; e.g., crayons, the shirts students are wearing in class, or paint swatches.

Handle art materials in a safe and responsible manner.

- Discuss the dangers of inhaling fumes from open containers of art materials.
- Clean and put back to order art making areas after projects.
- Respect other students ' artworks as well as one's own.

## **TOPIC:** Perceiving

### **STANDARD:**

The student will analyze, reflect on, and apply the structures of art.

### **OBJECTIVES:**

Analyze and reflect on works of art by their elements and principles.

- Determine what primary colors the artists may have mixed to paint particular areas and objects within a work of art or a print.
- Point out colors that have had black or white added to them to change their lightness or darkness in works of art.

Create works of art using the elements and principles.

- Identify the elements and characteristics that student artworks may have in common with the art studied for this grade level.
- Create an artwork mimicking the way an artist has used colors, shapes, values, or repetitions in prints.
- Create an artwork using white or black to lighten or darken colors.

## **TOPIC:** Expressing

### **STANDARD:**

The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.

### **OBJECTIVES:**

Explore possible content in art prints or works of art.

- Investigate possible meanings or interpretation in a work of art.
- Identify how artists and student artists have expressed feelings or mood through the use of line, repetition, value, color, or shape.
- Describe how particular colors, shapes, textures, or repetitions in art help convey a story.
- Identify from famous portraits what the sitter's mood or personality may have been.

Choose symbols, ideas, subject matter, and meanings for their own art.

- Draw a variety of facial moods and expressions by varying the placement of the features.
- Create an artwork that expresses a feeling or mood using color, shapes, and/or lines.

## **TOPIC:** Contextualizing

### **STANDARD:**

The student will interpret and apply visual arts in relation to cultures, history, and all learning.

### **OBJECTIVES:**

Discover cultures by looking at art.

- Describe the purposes of some art forms found within local cultures.
- Connect two or more cultures in the community or state with the art or craft forms for which they are known.

Identify kinds of art with particular cultures, times, or places.

- Describe the connection between the materials available for two or more cultures and the kinds of art they produced; e.g., homes, buildings, utensils, decorations.
- Discuss why people dressed differently in different times, regions, and locations.

Recognize the connections of visual arts to all learning.

- Describe how an understanding of science concepts helps one to create art and how a knowledge of how to create art helps one understand science concepts. (For example, knowing the water cycle helps one to portray rain or snow; knowing how to paint helps one to illustrate the difference between ice and water.)
- Describe how visual arts, drama, dance, and music are integrated in cartoons, TV shows, and commercials.
- Suggested masterworks and artists for first grade:
  - "Entertaining: Favorite Ladies" by Jean Leighton-Lundberg Clarke
  - "Handcart Pioneers ' First View of Salt Lake Valley" by C. C. A. Christensen
  - "New Bloom" by Trevor Southey
  - "Peaceable Kingdom" by Edward Hicks
  - "Breezing Up" by Winslow Homer
  - "Sinbad the Sailor" by Paul Klee
  - "Church Picnic" by Faith Ringgold
  - "Mural" by Jackson Pollack
  - "Banjo Lesson" by Henry Tanner
- Any works of art with which the teacher is familiar and appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.